



EVERGLADE SCHOOL

PARENT BOOKLET

**STUDENT REPORTS and THREE WAY CONFERENCES:
HOW THE PROCESS WORKS**

2016



Greetings to Everglade School parents.

This booklet explains how the process of 'reporting to parents' works.

The process **is not the same** for all pupils. The way it works depends on your child's age and year level, and for some the date that they first started school. So it can be quite complicated.

This booklet tries to make it simple.

WHAT THINGS ARE THE SAME FOR ALL OUR PUPILS?

- All pupils (except for some Year Zero pupils) get **TWO REPORTS IN A YEAR**.
- One report comes out in December. This is the **End of Year Report**.
- Reports show how your child is doing against the expectations for children of that age/level.

WHAT'S DIFFERENT?

Apart from the items above, the reporting process is different, depending on age, level and when the child first started school.

This is best shown by going through the year levels.

So please read on.

YEAR ZERO PUPILS

Pupils in Year Zero start school from the beginning of Term Two until the end of the year. That means they don't do a whole year of schooling.

All Year Zero pupils (unless they start late in Term four) get an **Initial Report**. This sums up how they are doing after a few weeks at school. These usually come out in batches, such as:

- Late Term Two
- Mid Term Three
- Late Term Three
- Late Term Four

Children who start after mid-Term Four will not get any report in that year.

After the Initial Report is sent out, parents are invited to make a time to discuss their child's learning with the teacher. It is good if the child can attend as well.

Year Zero children who start school before the middle of Term Three will also get an **End of Year Report**. This is a simplified version of the report other pupils get.

YEAR 1, 2 and 3 PUPILS

For pupils in these year levels, we are required to report to you based on when your child first started schooling. For most children, this is the same as their birthday. We call this **Anniversary Reporting**. It is a report on achievement after one, two or three years at school.

Depending on when the child's anniversary occurs, you will be invited with your child to attend a **Three Way Conference** with the teacher. At this conference, you will discuss their **Anniversary Report**, consider their learning to date, and what the next steps can be.

If your child's anniversary is between October and February, they will get a **Mid-Point Anniversary Report**. That's because at the time of their conference, they will be about halfway between anniversary dates.

Whichever report they get, it shows how their learning has gone **against the expectations for their time at school**.

There are **three times during the year** when we hold Three Way Conferences. These are:

- Late Term One
- Late Term Two
- Late Term Three

You are not required to attend a Three Way Conference at any time other than your designated time. However, if you wish, you can book an informal conference, which is verbal only (no report is given.)

You will get a letter as each Three Way Conference time approaches, telling you whether this is your designated time, and whether your child will get an **Anniversary Report or a Mid-Point Anniversary Report**.

YEAR 4, 5 and 6 PUPILS

The process is more 'traditional' for these pupils. It follows the calendar year closely.

In late Term One, you and your child will be invited to a **Three Way Conference** with the teacher. This will discuss how the child is doing so far, and the **Key Learning Goals** to be achieved by mid-year. These goals will be recorded on the **Mid-Year Progress Report** for your child. At this stage, a copy of the report is not given out, unless you specifically request it.

In late Term Two, a second **Three Way Conference** will be held. This will report on the success in achieving the Key Learning Goals, and will give a mid-year indication of how your child is tracking against the **end of year achievement targets**. Further comment will be made on learning goals for the second half year.

A copy of the **Mid-Year Progress Report** will be given out at the end of the conference.

END OF YEAR REPORTS

In the last week of the school year, every pupil gets an **End of Year Report**. The only exceptions are Year Zero pupils who started school after mid-Term Three.

What information does the end of year report give?

- **For Year Zero pupils**, it gives a general account of learning in the time they have been at school.
- **For Year One, Two and Three pupils**, it shows how your child is achieving against the expectations for the time they have been at school. For some, it will be exactly one, two or three years. For others, it will be for one and a half years, and so on.
- **For Year Four, Five and Six pupils**, it gives an account of achievement against the end of year targets for each year level.

There are no scheduled Three Way Conferences connected to End of Year Reports. They are a summative report as one school year ends. The next school year will build on this.

WHY THREE WAY CONFERENCES?

Three Way Conferences are made up of parent(s), pupil and teacher. Each of the three brings something to the conference.

Traditional 'Parent-teacher Interviews' had the teacher telling the parents how their child was doing, and the parents asking some questions to clarify their understanding. Some of that still happens.

There has been a lot of research in recent years showing that it is important for pupils to understand their own learning, and where they need to go next. That means there is great value in the pupil being a part of the discussion, and contributing thoughts about what they are doing well, and what they need to build up.

During a Three Way Conference, which lasts for fifteen minutes, all three parties should speak **to the learning of the child**.

If you have other matters to be discussed, please arrange a separate time to discuss this with the teacher.

So...

We hope this booklet has been helpful, and has kept things simple. If your child is in Year Zero, look out for the **Initial Report**. When you get it, make a time with the teacher.

If your child is in Year One, Two or Three, look out for the letter telling you when your child's conference will be.

In years Four to Six, be ready for conference in late Term One and Two.

Three Way Conferences are all booked on-line. Instructions are sent when the site is running.

Key Competencies

Below are the Key Competencies from the New Zealand Curriculum which over-arch the teaching and learning in NZ schools.

Key Competency	Descriptor	How to help your child further develop these competencies
Managing Self	<ul style="list-style-type: none"> • Uses effective time management / can set and monitor goals • Is self-motivated • Is organised • Has good work habits 	<p>Encourage them to become responsible and problem solvers, with your guidance:-</p> <ul style="list-style-type: none"> ▪ <i>Let them come into school on their own</i> ▪ <i>Have them carry their own bag</i> ▪ <i>Encourage them to organise themselves before school</i> ▪ <i>Talk about their learning – and their goals</i> <p>Ask your child:-</p> <ul style="list-style-type: none"> ▪ <i>What did you learn today?</i> ▪ <i>What was difficult in your learning?</i> ▪ <i>How can you change this?</i> ▪ <i>Who can support you?</i> ▪ <i>What was the best thing you learnt today?</i>
Relating to Others	<ul style="list-style-type: none"> • Is able to acknowledge and appreciate different points of view • Shows respect and tolerance • Can listen actively and respond • Can co-operate, compete, negotiate and share ideas 	<ul style="list-style-type: none"> ▪ Encourage children to think about others – EMPATHY ▪ Encourage sharing, caring and thoughtfulness ▪ MODEL behaviours you want your child to copy – respect for rules, property, people
Participating and Contributing	<ul style="list-style-type: none"> • Has a sense of “community” - Turangawaewae (an awareness of belonging and involvement in a variety of “communities” eg: class, Team, school, local area, whanau) • Co-operates actively in a group • Communicates effectively • Thinks Interdependently 	<ul style="list-style-type: none"> ▪ Be aware of Local, National and Global happenings ▪ Talk with your child about current issues ▪ Model respect for the environment ▪ Be positive about your child’s learning and progress ▪ Have a positive attitude towards them and their future
Thinking	<ul style="list-style-type: none"> • Is able to demonstrate thinking skills in a wide range of contexts to influence learning and social responsibility • Takes responsibility for actions, behaviours and possessions • Is able to use metacognitive processes • Is able to create and construct 	<ul style="list-style-type: none"> ▪ Ask lots of who, what, why, how, when questions ▪ Discuss anything and everything:- Family budgets, planning meals, news items ▪ Develop problem solving skills – how could issues be resolved? ▪ Be creative – make things, construction
Using Language, Symbols and Texts	<ul style="list-style-type: none"> • Is able to use specific vocabulary associated with a subject or context • Use Language, Symbols and Texts within the Literacy curriculum framework • Use Language, Symbols and Texts within the Numeracy curriculum framework • Is able to apply learning through the use of information and computer technologies 	<ul style="list-style-type: none"> ▪ Practise letter and number formation in the early stages of school ▪ Constantly talk with your child about their learning, their aspirations, their goals ▪ Get them to share their skills and knowledge with you - in relation to the Literacy and Numeracy curriculum and technologies they are using



EVERGLADE SCHOOL OUR VISION AND VALUES



OUR VISION

Our pupils will become **capable learners, effective communicators and responsible citizens.**

OUR VALUES

Skills – the ability to:

- Identify issues.
- Use vocabulary.
- Create questions
- Get information.
- Create/critique.
- Make decisions.

We value the following:

Attitudes

- **C**uriosity
- **O**pen-mindedness
- **P**erseverance
- **E**mpathy

Concepts

- Diversity
- Fairness
- Sustainability

The Key Competencies (*Thinking, Managing Self, Participating and Contributing, Relating to Others, Using Language, Symbols, and Text*) make these things possible.